DOCUMENT RESUME

ED 415 010 PS 026 070

AUTHOR Morrow, Lesley Mandel
TITLE Literacy Development in the Early Years: Helping Children Read and Write. Third Edition.
ISBN ISBN-0-205-17442-6
PUB DATE 1997-00-00
NOTE 418p.; For second edition, see ED 369 048.
AVAILABLE FROM Allyn and Bacon, Simon and Schuster Education Group, 160 Gould Street, Needham Heights, MA 02194-2315 (Order No. H74420, $40, plus shipping and handling).
PUB TYPE Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Beginning Reading; Classroom Environment; Cultural Awareness; Early Childhood Education; *Emergent Literacy; Family Literacy; Integrated Curriculum; Language Acquisition; Language Arts; *Literacy; *Literacy Education; Reading Instruction; Reading Motivation; *Reading Skills; *Reading Writing Relationship; Whole Language Approach; Writing Instruction; *Writing Skills; Young Children
IDENTIFIERS Print Awareness; Special Needs Children; Writing Motivation

ABSTRACT

Children develop language-related abilities simultaneously from infancy onward, and the conditions that promote first language learning are the same conditions that promote total literacy development: a social context involving immersion, approximation, opportunity to practice, feedback, and modeling. Intended for teachers, reading specialists, administrators, students in teacher education programs, and for parents, this book presents descriptions of strategies for fostering emergent literacy and steps for carrying them out. An underlying theme is the merging of the art and the science of teaching. Chapters in the book are: (1) "Foundations of Early Literacy Development," including past practices, the whole-language movement, thematic instruction, and professional associations and related journals dealing with early literacy; (2) "Observing and Assessing the Needs of Children: Multicultural and Special Learning Needs," including various methods of assessment, and multicultural and language concerns; (3) "Family Literacy Partnerships: Home and School Working Together," exploring why family literacy is important, how to include a family literacy component in the literacy program, and multicultural considerations related to literacy; (4) "Language and Literacy Development," examining how children acquire language and formats for promoting language in the classroom; (5) "How Young Children Learn to Read and Write: An Emerging Literacy Perspective," including developmental trends in literacy acquisition and the place of play in the curriculum; (6) "Motivating Reading and Writing through the Use of Children's Literature," including preparing a literacy-rich environment and creative techniques for story telling; (7) "Developing Concepts about Books and Comprehension of Text," including repeated story readings, webbing and mapping, and authentic assessment of concepts and comprehension; (8) "Developing Reading through Learning about Print," including sight vocabulary, the language experience approach, and strategies for developing sound-symbol relationships; (9) "Writing and Literacy Development," examining how early writing is acquired and authentic assessment of children's writing development and the writing environment; and (10) "Organizing and Managing

+++++ ED415010 Has Multi-page SFR---Level=3 +++++
the Learning Environment for Literacy Development at School," including integrating literacy learning into content areas and strategies for meeting individual special needs. Each chapter includes two case-study activities. Four appendices list children's literature, quality television programs with associated children's books, computer software designed to promote literacy development and creativity, and suggestions for instructors. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS